

EDUCATION AND TRAINING: **TRAINING SCHOOL PERSONNEL IN INTERNATIONAL SCHOOLS**

International schools have several populations on campus. These include guards, cleaners, drivers, food services, administrative staff, after-school instructors and faculty. We suggest two different types of training: instructional personnel and support personnel.

Child Protection training of school personnel should place the emphasis PREVENTION PROGRAM and be connected to the concept of “ready to learn”—safe and secure children lead to better learning and better outcomes.

Content of training for all instructional staff (faculty, administrators, teacher assistants,)

- Understanding of specific policy and procedures of the school
- Train to awareness of the issue
 - Signs and symptoms of abuse: knowledge of grooming behaviors
 - Statistics of incidence and prevalence
 - Vulnerabilities of international school students growing up in international communities
 - Developmental levels of children, with a focus on sexual development—what to expect at different age levels
- Training to focus on handling of disclosure and reporting
- Review of the lesson plans and how, when, by whom to present them
- Depending on time and depth of content, suggested strategies include
 - Presentation
 - Interactive teaching with assessment
 - Role play and simulations of disclosure
 - Practice, practice, practice

Content for differentiated training of members of staff

- Board Members
 - Policy of school and procedures for implementation
 - Implementation of Child Protection Program
 - All parent training sessions
- Administrators
 - Implementation of policy at their area of control
 - Code of conduct development
 - Accountability
 - Case management—how to handle range of issues from uncertainty of reporter to direct disclosure to working with personnel involved in the case
 - Specific reporting of concerns
 - Case of abuse
 - Teacher implication—due diligence
 - References, hiring practices
 - Role play (with trained facilitator preferable)
- Support staff, After School Activity (ASA) staff and coaches outside of school awareness meeting
 - Instructional staff content above
 - Code of conduct
 - Behavioral expectations—refer sample behavior policies that will protect teachers from false allegations
 - How to access help

- Contracted staff
 - Develop overall context of school's management of the issue within school policy and procedures
 - Code of conduct
 - Behavioral expectations—refer sample behavior policies that will protect teachers from false allegations
 - How to access help

Who will deliver the training sessions?

- Head of School
 - Ensures training takes place and adequate resources are available to support the program
 - Is public advocate for the program and implementation endorses internal personnel in their roles
- Implemented by counselor and administrator at each division
- Consultant should be used when necessary to bring counselors and CP team to a trainer of teachers model
 - Counselors network to support program implementation at schools
 - Counselors specific to their expertise and role as defined by school
 - On-line training where appropriate within
 - Support differentiated objectives of different groups
 - Combine with in-person training whenever possible

Frequency of training

- Awareness level training should be twice a year (two sessions)
- Skill training specific to job description—to be determined by needs of individual personnel—minimally twice a year (two sessions)

Special emphasis on training nurses

Most schools have a school-based clinic for general and first aid issues. Many of the nurses are host country nationals. These two points are important when planning and implementing a child protection program in our international schools.

Nurses require a child protection training that is medically-based, in addition to attending and participating in the regular school-based training sessions. Many countries are developing child protection units in government hospitals that provide specialized training. Some countries give specialized credit or certificates for these trainings. It is suggested, therefore, that international school nurses attend and be accredited by those trainings. This would strengthen the link between local resources and our schools, including support for our nurses on this sensitive issue.

For international schools in countries without an in-country child protection training resource, it is still highly recommended that all school nurses receive specialized training. Reading materials and several discussion meetings with a medical consultant (some embassies may be able to provide this service) is a very basic option for this training.

For international schools in countries without in-country training but employing a foreign hire nurse, it is recommended that the nurse attend specialized training sessions abroad. Resources for such trainings can be found at the National Association of School Nurses (<http://www.nasn.org>) and the Royal College of Nursing (<http://www.rcn.org.uk/>).